

November 2003

1.8

Report

Benchmarks

In written reports, students organize and convey information and ideas accurately and effectively. This is evident when students:

PreK-4:

- A. Analyze a situation based on information gathered, and suggest a course of action based on the information, and
- B. Discuss a situation or problem, then predict its possible outcomes based on information gathered.
- C. Engage the reader and develop a controlling idea;
- D. Use appropriate organizing structures; and
- E. Use a range of appropriate elaboration strategies such as including appropriate facts and details , describing the subject or narrating a relevant anecdote.

5-8: Evidence PreK-4 applies, plus -

- F. Organize information gathered through reading, interviews, questionnaires, and experiments so that a reader can easily understand what is being conveyed;
- G. Establish an authoritative stance on a subject, and appropriately identify and address the reader's needs to know;
- H. Include appropriate facts and details, excluding extraneous and inappropriate information; and
- I. Develop a controlling idea that conveys a perspective on the subject.

9-12: Evidence PreK – 8 applies, plus -

- J. Use a variety of strategies to develop the report, and
- K. Organize text in a framework appropriate to purpose, audience, and context.

5th Grade Benchmarks

What it means to be an American hero	5 / 3
Mount Tacoma	5 / 3
Golden Oldie	4 / 3
Chief Joseph	3 / 2
Montana	3 / 3
Charles Seeburger	2 / 2
Golden Trout	1 / 1

VERMONT NEW STANDARDS RUBRIC FOR REPORTS: WRITING TO INFORM

Standard 1.8 In written reports, students organize and convey information and ideas accurately and effectively.

Criteria	Score Point 5 Exceeds the Standards	Score Point 4 Accomplished Writing	Score Point 3 Intermediate Writing	Score Point 2 Basic Writing	Score Point 1 Limited Writing	Score Point 0 Unscorable There is no evidence of an attempt to write a report.
PURPOSE, STANCE VOICE/TONE (Controlling Idea) <ul style="list-style-type: none"> Evidence of gathered information Analysis of a situation followed by a suggested course of action Prediction of possible outcomes of a situation Appropriate stance Anticipation of reader needs 	Meets all the criteria listed in score point 4 and uses strategies not always thought of for reporting information – e.g., personal anecdotes or dramatization impart information in an entertaining way. Precise use of language conveys intent clearly and concisely. The writer may reflect on the significance of the information.	A sense of purpose stated strongly or implied, unifies and focuses the report. Shows a clear sense of direction appropriate to its purpose. Stance is that of a knowledgeable person presenting relevant information (voice & tone). Context is clear throughout.	States controlling idea/focus but may not use it effectively to unify report. Shows evidence of having a general rather than a focused purpose in presenting information. Stance is that of a person who has a desire to convey gathered information but sense of audience is vague (voice & tone). Establishes sufficient context.	Defines subject with a simple statement rather than controlling idea/focus. Conveys a lack of evident purpose. May be a monotone (voice & tone). May offer little context.	May only state topic. Rarely conveys writer's intent. Monotone (voice & tone). Stance is undeveloped. Seems unaware of reader concerns or needs; no context.	
ORGANIZATION AND COHERENCE <ul style="list-style-type: none"> Appropriate patterns: chronological; historical; specific to general; general to specific; causal; sequential; other, appropriate for specific report Overall coherence 	Shows an exceptional awareness of readers' concerns and needs. May demonstrate an unusual pattern or framework in which to embed information. The writer is extremely selective in presenting information, including relevant material and excluding that which would clutter the report.	Organized in a pattern or framework suited to purpose, audience, and context. Strong overall coherence and balance; uses transitions. Tight construction without extraneous material. Compelling opening, strong informative body, and satisfying conclusion (organization).	Generally uses a predictable pattern. Has overall coherence; uses some transitions. Clear beginning, middle, and end; may provide considerable information.	Usually shows an organized plan but may have digressions. Has general coherence, stays on topic but may show weak transitions between paragraphs or sentences. May have a lengthy opening and abrupt closure; may present random bits of information.	Shows little or no evidence of purposeful organization. May lack coherence; no transitions.	
ELABORATION STRATEGIES, DETAILS <ul style="list-style-type: none"> Using specific, concrete strategies Comparing, contrasting Naming, describing Reporting conversation Reviewing the history Explaining the possibilities Creating a scenario 		Uses a variety of elaboration strategies effectively and appropriately; cites references as needed. Details are relevant to the topic, purpose, and audience. Provides depth of information.	General information, not well supported by concrete examples. Some information may be irrelevant.	Relies on general rather than specific details. May use irrelevant details, often presented in a list. May rely on opinion rather than facts.	Random, disconnected, and/or unfocused opinions with some scattered facts. Presents very little information.	

This rubric is adapted from materials created by the New Standards Project.

REPORTS

Reports: Standard 1.8 In written reports, students organize and convey information and ideas accurately and effectively. This is evident when students: (PreK – 4) **a.** Analyze a situation based on information gathered, and suggest a course of action based on the information; **b.** Discuss a situation or problem, then predict its possible outcomes based on information gathered; **c.** Engage the reader and develop a controlling idea; **d.** Use appropriate organizing structures; **e.** Use a range of appropriate elaboration strategies such as including appropriate facts and details, describing the subject, or narrating a relevant anecdote (5 – 8) **f.** Organize information gathered through reading, interviews, questionnaires, and experiments so that a reader can easily understand what is being conveyed; **g.** Establish an authoritative stance on a subject, and appropriately identify and address the reader’s need to know; **h.** Include appropriate facts and details, excluding extraneous and inappropriate information; **i.** Develop a controlling idea that conveys a perspective on the subject; (9 – 12) **j.** Use a variety of strategies to develop the report; **k.** Organize text in a framework appropriate to purpose, audience, and context.

REPORTS – Writing that results from gathering, investigating, and organizing facts and thoughts on a topic.

GLOSSARY

Citations – Acknowledgment and documentation of sources of information.

Context -The set of facts or circumstances surrounding an event or a situation.

Coherence – The arrangement of ideas in such a way that the reader can easily follow from one point to another. Quality writing is achieved when all ideas are logically integrated, arranged, connected, and clearly articulated.

Controlling Idea – This is the main idea that runs throughout the paper.

Elaboration – The development and expansion of ideas, characters, and descriptions by adding the right details; to be effective, details should be vivid, colorful, and appeal to the senses. Details can be descriptive, sensory, and/or reflective.

Focus – The concentration on a specific topic to give it emphasis or clarity.

Monotone – Writing that is without style, manner, or color. It reflects a sameness of words and tone without variation and becomes monotonous to read.

Purpose – The basic purpose of a report is to inform readers, to share facts, details, insights and conclusions about the topic.

Stance – The attitude or position of the author.

Thesis- A statement of the purpose, intent, or main idea. It is the writer’s unifying, controlling idea about a topic. A thesis statement usually contains two main elements: a subject (internet) and the specific stance, feeling, or feature (the internet is a valuable research tool).

Tone – The writer’s attitude toward the subject. Reports often have a serious, authoritative tone.

Topic – The subject covered in a piece of writing.

Transitions – Words or phrases that help tie ideas together; e.g., However, On the other hand, Since, First, etc.

HINTS:

A report should not be an “everything-you-wanted-to-know-about...” paper. It should have a topic with a controlling idea/focus that controls the entire work.

What it means to be an American hero”

I believe that an American hero is a person that has many different qualities like: strength, bravery, creativity, and patriotism. These traits are important in a hero because they make us feel that we can make a difference if we do the same. A real American hero is someone that can show us that we can change our communities if we just follow our hearts and stand up for what we believe in. Betsy Ross is an American hero to me because she had all of those traits and used them to help Americans during the time when America was just beginning to become an independent nation.

First, Betsy Ross showed that she was an American hero through her strength. Betsy Ross was strong because even though her first two husbands died during America’s fight for freedom, she was strong enough to remarry and have five children. She raised her children without their father at home. She showed women that they could survive and raise a family by themselves even during tough times. Back then, in the 1700’s, women could not fight in war. Betsy showed her strength because even though she couldn’t go to war and actually fight for our country, she wanted to help our country and soldiers in a different way. She created a symbol, our American flag, to represent our country during America’s fight for freedom. The flag stood for the strength she hoped the soldiers would have after having this symbol to look up to while they were at war. This heroic strength was important to all Americans because it helped them have courage to win the war and keep our freedoms.

Betsy Ross not only showed strength, but she showed bravery by watching her husbands leave to go to war and believing that America would become a free nation. I can’t imagine watching anyone in my family go off to war. It must be hard saying good-bye not knowing if something bad would happen. Women like Betsy Ross showed Americans that we must be brave to support our country.

She was creative and patriotic, too. She created the American flag. We needed a symbol to represent our country, and Betsy Ross was the right woman to do the job. We didn't have anything that we all could look up to. When she finished the flag in 1776, she made a lot of Americans proud. She changed our country by giving the people strength and faith to hold on to as they were creating a new free country. It was the first time anyone had ever had a real symbol of their own country, so people felt inspired by Betsy Ross's creativity and patriotism. She showed others that they could use all of their talents to help others, no matter if they were men or women.

Betsy Ross was a true American hero. The love that came from her heart for her country must have been very strong. When I say the Pledge of Allegiance, it makes me think about Betsy Ross's love for this nation, and for our flag. Our country is very proud of this hero. Not just for being the woman who created the flag, but the woman who had these four wonderful qualities: strength, bravery, creativity, and patriotism. When we see the red white and blue we should all remember Betsy Ross as being a true American hero.

1.8 Reports
Grade 5
Score 5 / 3

What it means to be an American hero

I believe that an American hero is a person that has many different qualities like: strength, bravery, creativity, and patriotism. These traits are important in a hero because they make us feel that we can make a difference if we do the same. A real American hero is someone that can show us that we can change our communities if we just follow our hearts and stand up for what we believe in. Betsy Ross is an American hero to me because she had all of those traits and used them to help Americans during the time when America was just beginning to become an independent nation.

Introduction supplies context

Focus clearly established

First, Betsy Ross showed that she was an American hero through her strength. Betsy Ross was strong because even though her first two husbands died during America's fight for freedom, she was strong enough to remarry and have five children. She raised her children without their father at home. She showed women that they could survive and raise a family by themselves even during tough times. Back then, in the 1700's, women could not fight in war. Betsy showed her strength because even though she couldn't go to war and actually fight for our country, she wanted to help our country and soldiers in a different way. She created a symbol, our American flag, to represent our country during America's fight for freedom. The flag stood for the strength she hoped the soldiers would have after having this symbol to look up to while they were at war. This heroic strength was important to all Americans because it helped them have courage to win the war and keep our freedoms.

Writer states first point that will support focus of "hero"

Details/information support focus in depth

Writer reflects on importance of information

Betsy Ross not only showed strength, but she showed bravery by watching her husbands leave to go to war and believing that America would become a free nation. I can't imagine watching anyone in my family go off to war. It must be hard saying good-bye not knowing if something bad would happen. Women like Betsy Ross showed Americans that we must be brave to support our country.

Writer states second point to support focus of "hero"

She was creative and patriotic, too. She created the American flag. We needed a symbol to represent our country, and Betsy Ross was the right woman to do the job. We didn't have anything that we all could look up to. When she finished

Third point supports focus

Writer develops point with details/information

the flag in 1776, she made a lot of Americans proud. She changed our country by giving the people strength and faith to hold on to as they were creating a new free country. It was the first time anyone had ever had a real symbol of their own country, so people felt inspired by Betsy Ross's creativity and patriotism. She showed others that they could use all of their talents to help others, no matter if they were men or women.

Writer reflects on the significance of the information, using precise language

Betsy Ross was a true American hero. The love that came from her heart for her country must have been very strong. When I say the Pledge of Allegiance, it makes me think about Betsy Ross's love for this nation, and for our flag. Our country is very proud of this hero. Not just for being the woman who created the flag, but the woman who had these four wonderful qualities: strength, bravery, creativity, and patriotism. When we see the red white and blue we should all remember Betsy Ross as being a true American hero.

Conclusion reminds reader of focus and connects Betsy Ross to America as a whole

Score Point 5

This report on Betsy Ross focuses on her as an American hero and supports that fact with in-depth details and information. In addition, the writer reflects on the significance of the information before moving on to the next point. The writer is extremely selective in the details, including only information which supports the focus of "hero," and using precise language so that the reader is fully engaged.

Conventions 3

This piece shows grade-level control of conventions.

Mount Tacoma

The Mountain That Was God

Long ago, the Native Americans gave Mt. Ranier the title Tacoma, meaning, “Mountain that was God.” For the most part, the title is quite suitable to the mountain located in west central Washington’s natural landscape. Mt. Ranier’s glorious plant and wildlife has implanted a vivid portrait in it’s many viewer’s minds over the years.

The sharp, clean air whistles and hums. Trees of many kinds unveil their branches and reach for the glittering sun. Agile deer and coarsely-coated elk paw through the wet snow looking for grass. Bears are heavily asleep in their dark, cold, dirt floor dens. Mountain goats rough-house on rocky cliffs. Muscles quiver as mountain lions crouch, hidden near their prey. Bobcat snarls can be heard in the distance. This life is a gift from God.

Mt. Ranier’s majestic, snow-capped summit is 14,411 feet close to the heavens. Godly Tacoma is the tallest mountain in the contiguous United States. It is crowned by 26 named glaciers. Columbia Crest is the highest of these. The rugged glaciers complete Mt. Ranier like a cherry on top of a sundae.

The glorious summit of Mt. Ranier painted it’s first portrait in a Europeans mind in 1792. The British Explorer, Captain George Vancouver, gave the mountain it’s English name, Mt. Ranier, named after his friend Peter Ranier. On August 17, 1792, Hazard Stevens and P.B. Trump were the first white men to be brought 14,411 feet closer to the clouds on Mt. Ranier’s rocky slopes.

Today, hikers still enjoy Mt. Ranier’s rocky cliff trails and many others. There are many beautiful bike paths around the young mountain. Picnicking, camping and other relaxing activities make Mt. Ranier a unique tourist attraction. More than 2,000,000 people visit Mt. Ranier every year. People can have a sense of peace at this mountain. Uncommonly, this is a place where the

life thrives and is unharmed. People must forever remember to keep this life alive and well.

Mt. Ranier is a wonderful mountain. It's dirt is rich with tales and honor. The lush, beautiful life is almost heavenly. This beautiful mount, a God to the Native Americans, was respected for it's power and life supporting resources. Mount Tacoma is truly the mountain that was God.

**1.8 Reports
Grade 5
Score - 5 / 3**

**Mount Tacoma
The Mountain That Was God**

Title establishes topic and focus

*Compelling
opening/introduction*

Long ago, the Native Americans gave Mt. Rainier the title Tacoma, meaning, "Mountain that was God." For the most part, the title is quite suitable to the mountain located in west central Washington's natural landscape. Mt. Rainier's glorious plant and wildlife has implanted a vivid portrait in it's many viewer's minds over the years.

The sharp, clean air whistles and hums. Trees of many kinds unveil their branches and reach for the glittering sun. Agile deer and coarsely-coated elk paw through the wet snow looking for grass. Bears are heavily asleep in their dark, cold, dirt floor dens. Mountain goats rough-house on rocky cliffs. Muscles quiver as mountain lions crouch, hidden near their prey. Bobcat snarls can be heard in the distance. This life is a gift from God.

*Precise use of language
conveys writer's intent
clearly*

Writer reminds reader of focus

Mt. Rainier's majestic, snow-capped summit is 14,411 feet close to the heavens. Godly Tacoma is the tallest mountain in the contiguous United States. It is crowned by 26 named glaciers. Columbia Crest is the highest of these. The rugged glaciers complete Mt. Ranier like a cherry on top of a sundae.

*Information supports
focus*

*Precise language
(simile)*

The glorious summit of Mt. Ranier painted it's first portrait in a Europeans mind in 1792. The British Explorer, Captain George Vancouver, gave the mountain it's English name, Mt. Ranier, named after his friend Peter Ranier. On August 17, 1780, Hazard Steven's and P.B. Trump were the first white men to be brought 14,411 feet closer to the clouds on Mt. Rainier's rocky slopes.

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*Information supports
focus*

*Writer reflects on significance
of information*

Mt. Ranier is a wonderful mountain. It's dirt is rich with tales and honor.

The lush, beautiful life is almost heavenly. This beautiful mount, a God to the Native Americans, was respected for it's power and life supporting resources. Mount Tacoma is truly the mountain that was God.

Satisfying conclusion that reminds reader of focus

Score Point 5

This piece meets all the criteria for score point "4." In addition, the writer's use of precise language and extremely selective presentation of details/information, as well as a bit of reflection on the information, raise the piece to a "5."

Conventions 3

This piece shows grade-level control of conventions.

Golden Oldie

There are many national parks in the United States. They have beautiful lakes, waterfalls, mountains, meadows and amazing wildlife. However, the most incredible national park of them all is also the oldest national park in the world. It's called Yellowstone National Park and it is in the northwest corner of Wyoming. It's named Yellowstone because of its yellow rock cliffs along the banks of the river, which runs through the park. Let's take a walk through this magnificent park so I can introduce you to its spectacular geysers and its amazing range of wildlife.

Imagine looking up at hundreds of feet of boiling jets of water. There are over 3,000 of these geysers and hot springs at Yellowstone. The biggest geyser is called The Gaint. But the most famous geyser is Old Faithful. In fact, Old Faithful should be going off in about 30 - 60 minutes. When it does go off, it will erupt for about 4 minutes shooting 11,000 gallons of steam and hot water as high as 170 feet in the air. You can always depend on this to happen, which is why the geyser is called Old Faithful.

In addition to having amazing features like geysers, Yellowstone is also one of the greatest wild refuges in the world. So on your hike you will also see brown bear, elk, antelope, bison, moose, mountain sheep, lynx, otter and over 200 species of birds. If you want to see them all, you have to hike over 3,468.5 square miles through forest and wilderness. On your hike the ground shakes beneath you. You look around and see bison running across the land, each one weighing more than a ton. Above you, you hear the flapping of wings and the screeching of bald Eagles. Every where you look there is something amazing to see.

As you can see, Yellowstone is filled with many awesome sights. Geysers like Old Faithful are magnificent features of the park. The many creatures inhabiting this protected part of

our country are also worth seeing. There are many national parks but Yellowstone is the best. It is, however, too much to see in one visit. You will need to come again.

1.8 Reports
Grade 5
Score - 4 / 2

Golden Oldie

There are many national parks in the United States. They have beautiful lakes, waterfalls, mountains, meadows and amazing wildlife. However, the most incredible national park of them all is also the oldest national park in the world. It's called Yellowstone National Park and it is in the northwest corner of Wyoming. It's named Yellowstone because of it's yellow rock cliffs along the banks of the river, which runs through the park. Let's take a walk through this magnificent park so I can introduce you to it's spectacular gysers and it's amazing rang of wildlife.

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Introduction supplies context

Focus established

Information supports focus of "magnificent park" with details/information about wildlife

Information supports focus of "magnificent park" with details/information

Satisfying conclusion reminds reader of focus

Score Point 4

In this piece a strong sense of purpose (controlling idea) unifies and focuses the report of information. All information supports that focus and is elaborated to an appropriate depth.

Conventions 2

This piece shows inconsistent control of conventions. There are several types of spelling errors which are pervasive.

Chief Joseph

Chief Joseph was born in the 1840's and died in 1904. Chief Joseph was a Nez Perce indian chief. He is very famous. His fame started when he made a retreat through Idaho and Montana in 1877. In 1877 a war broke out in between the Nez Perce and the U.S troops. When the government made the Nez Perce leave the Wallowa Valley in Oregon to a reservation in Idaho, the Nez Perce refused to leave. And that's what started the war.

Chief Joseph won many wars with his strong band of warriors. But one day after a hard battle, Chief Joseph realized that sooner or later he would weaken and would start losing. If someone from the U.S died, ten would take his place. But if someone from the Nez Perce died, no one would be there to take his place.

Joseph wondered what he would do and then he ordered a retreat to join Sitting Bull and the Sioux tribe in Canada.

In the retreat Joseph led a group of women, children, and old men over 1,000 miles towards Canada. While leading this group of people, Joseph also fought off the U.S troops.

I personally think that this was a wonderful retreat made with great skill and mind.

In October, 1877, Joseph surrendered. Only 40 miles from freedom.

The government made Joseph and his band move to indian territory in 1878 which is known as Oklahoma. In between 1885 and 1886 Chief Joseph lived on the Coleville reservation in Washington. Joseph spent the rest of his life in Washington. And where he lies a monument marks his bravery, courage, and companionship.

When Chief Joseph surrendered he said something that I will never forget, he said "From where the sun now stands I will fight no more forever"

1.8 Reports
Grade 5
Score - 3 / 2

Topic

Chief Joseph

Some context established

Chief Joseph was born in the 1840's and died in 1904. Chief Joseph was a Nez Perce indian chief. He is very famous. His fame started when he made a retreat through Idaho and Montana in 1877. In 1877 a war broke out in between the Nez Perce and the U.S troops. When the government made the Nez Perce leave the Wallowa Valley in Oregon to a reservation in Idaho, the Nez Perce refused to leave. And that's what started the war.

Focus on Joseph's retreat

Chief Joseph won many wars with his strong band of warriors. But one day after a hard battle, Chief Joseph realized that sooner or later he would weaken and would start losing. If someone from the U.S died, they would take his place. But if someone from the Nez Perce died, no one would be there to take his place.

Joseph wondered what he would do and then he ordered a retreat to join Sitting Bull and the Sioux tribe in Canada.

In the retreat Joseph led a group of women, children, and old men over 1,000 miles towards Canada. While leading this group of people, Joseph also fought off the U.S troops.

Attempted reflection on Joseph's retreat

I personally think that this was a wonderful retreat made with great skill and mind.

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The government made Joseph and his band move to indian territory in 1878 which is known as Oklahoma. In between 1885 and 1886 Chief Joseph lived on the Coleville reservation in Washington. Joseph spent the rest of his life in Washington. And where he lies a monument marks his bravery, courage, and companionship.

Quote not clearly tied to text; closure is abrupt

When Chief Joseph surrendered he said something that I will never forget, he said "From where the sun now stands I will fight no more forever"

Score Point 3

This piece attempts to focus on Chief Joseph's famous retreat. The information the writer supplies is rather general and thin. The writer implies that Joseph's retreat was admirable, but does not clearly support that with specific information/detail other than to say it was "made with great skill and mind." The piece is generally coherent and easy to follow, although closure is abrupt.

Conventions 2

This piece shows inconsistent control of conventions. There are scattered errors in usage, capitalization, sentence structure, and punctuation.

Montana

Montana is a large wide open area. Its the fourth largest state and sits in the Northwest. It's 147,138 square miles. The states that border Montana are NorthDakota and SouthDakota to the east. Idaho is to the west and Wyoming is to the South. At Montana's northern border is Canada.

Montana has a few mighty rivers and the largest natural lake in the western United States. The flathead is the largest natural lake. It was formed by glaciers. The largest man made lake is the Fortpeck Lake.

The highest point in Montana is Granite Peak. It stands 12,799 feet. In the winter Montana gets an average of 56 inches of snow. It makes it a great place for skiing, snowboarding and snowmobiling.

The average high in January is 28.7F., and the low 17.2. The record low is -70F, and it was recorded on January 20, 1954. 117F is the highest temperature, and it was recorded on July 20, 1893. During the summer Montana is great for recreation. In the summer months the Glacier Nation Park is a blow out. Many people go there to camp, hike, fish, and enjoy the water activities.

The natural resources makes the state rich. The minerals like gold, silver, and copper are found in Montana. The trees and plants that grow in Montana are fir trees, yellow and white pine, larches, and spruce. The major animals that live in Montana are bald eagles, buffalo, and the state bird, the western meadow lark.

Ranching is a big industry in Montana. Farms and ranches cover about 2/3 of the states land. Some of the nation's biggest ranches are in Montana.

About 12,000 years ago the people arrived in land called Montana. They were Indians. They hunted wooly mammoths and buffalo to survive. Then the climate changed and killed the mammoth. So they killed smaller animals and ate berries and roots. In the 1600's Indians formed tribes. Now they are known as the Flathead, Kootenai, and Kalispel. They lived by hunting an fishing. The Black Feet, Cheyenne, Crow, Assiniboin, and Growsventre hunted and farmed on the Great Plains.

More settlers came like miners, hunters, trappers, loggers, and ranchers. The hunters came for the animals and the food. Trappers came to get beaver fur. They got a lot of money for

furs that they got from Indians. They traded furs for blankets. The miners came for the gold, silver, and coal. Ranchers came for the land because it was good for animals to live on because it has a lot of flat land covered with grass.

Topic**Montana**

1.8 Report
Grade 5
Score – 3 / 3

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More settlers came like miners, hunters, trappers, loggers, and ranchers. The hunters came for the animals and the food. Trappers came to get beaver fur.

***Introduction gives
general context
information about
Montana***

***No clear focus
evident to direct
writer's thinking
about the
information***

***Writer provides
considerable
information, all
organized by sub-topic
(no focus)***

They got a lot of money for furs that they got from Indians. They traded furs for blankets. The miners came for the gold, silver, and coal. Ranchers came for the land because it was good for animals to live on because it has a lot of flat land covered with grass.

No conclusion

Score Point 3

The writer has supplied considerable information about Montana, all organized by sub-topic. This predictable pattern makes the piece have overall coherence. However, the piece has no focus (what point is this writer making about all this information?). It also has no conclusion and no transitions between paragraphs.

Conventions 3

This piece shows grade-level control of conventions.

Charles D. Seeburger

Charles D. Seeberger invented the escalators. An escalator is a moving staircase. It was shown at the Paris exhibition of 1900 as the staircase of the future - which is exactly what it was. The first escalator was put in gimble department store in New York Where it stayed until 1938.

Today only one kind of escalator is Being made and two inventors made it. By putting two kinds of escalators together, the two inventors that invented it are Charles D. Seeberger & Mr. Reno. These two kinds where combined in 1921.

The Escalator is a moving staircase. It help us in shoppin Malls Because sometimes people have so many heavy bags they can't carry them.

**1.8 Reports
Grade 5
Score - 2 / 2**

Topic



Charles D. Seeberger invented the escalators. An escalator is a moving staircase. It was shown at the Paris exhibition of 1900 as the staircase of the future - which is exactly what it was. The first escalator was put in gimble department store in New York Where it stayed until 1938.

**No context,
No introduction**

**No focus to direct the
writer's thinking**

Today only one kind of escalator is Being made and two inventors made it. By putting two kinds of escalators together, the two inventors that invented it are Charles D. Seeberger & Mr. Reno. These two kinds where combined in 1921.

**Writer supplies
general, limited
information about the
topic of escalators**

The Escalator is a moving staircase. It help us in shoppin Malls Because sometimes people have so many heavy bags they can't carry them.

No conclusion

Score Point 2

All the sentences in this piece are on the topic of escalators, but the writer has used no clear focus to direct his thinking about that topic. Within each paragraph all the sentences are related to the topic sentence. The lack of transitions between paragraphs allows for paragraphs to be rearranged in any order without affecting the coherence of the piece. There is no introduction or conclusion, and

Conventions 2

This piece shows inconsistent control of conventions. In a short piece of writing, there are spelling, capitalization, and sentence structure errors.

Golden Trout

The Golden Trout is 10 inches and 25 centimeters long. The Golden Trout is yellow, red and blue and has black spots on it. They have slimey skin and rough scales. They live in small streams or rivers. Thir climate is cold and hot. They catch Thir food. They eat Royal coachmen, sliver docter porfessor and blake gnats.

When the fly fly's bye the trout jumps and catches it and gos back down in the water. The Golden trout record is 11 pounds and 8 ounces. The blak spots are darcseles.

Topic



Golden Trout

**1.8 Reports
Grade 5
Score - 1 / 1**

The Golden Trout is 10 inches and 25 centimeters long. The Golden Trout is yellow, red and blue and has black spots on it. They have slimey skin and rough scales. They live in small streams or rivers. Thir climate is cold and hot. They catch Thir food. They eat Royal coachmen, sliver docter porfessor and blake gnats.

When the fly fly's bye the trout jumps and catches it and gos back down in the water. The Golden trout record is 11 pounds and 8 ounces. The blak spots are darcseles.

**No context
No introduction**

**Sentences within
paragraphs are listed
facts, and can be
arranged in anv order**

No conclusion

Score Point 1

This piece states the topic but does not attempt to focus the information. The information is a list of scattered facts about the topic of Golden Trout with no elaboration or organization. The sentence structure and word choice are very basic.

Conventions 1

This piece shows minimal control of conventions. In a very short piece, it has multiple spelling and capitalization errors.